| Supplementary Table 1 | | | |
| --- | --- | --- | --- |
| Table S-1  *CUDP-A Scoring Protocol* | | | |
| Feature | Definition | Code | Example |
| Micro-linguistic |  |  |  |
| SALT codes | SALT measures obtained from the Standard Measures Report. Coded as per SALT guidelines (Miller & Iglesias, 2018). | – |  |
| Mazes | Filled pauses, false starts, repetitions, and reformulations. Code as per SALT guidelines (Miller & Iglesias, 2018) | ( ) | *Then (he um) he went to (um) the shops* |
| Clausal density | Independent clauses PLUS one or more finite.Finite clauses contain a subject and a verb but does not express a complete thought. Types include: | – |  |
|  | *Adverbial clause:* Describes a verb (in the main clause) and answers one of these question: where? Why? When? How? | – | *When Peter ate the apples in the kitchen*, it made a big mess. |
|  | *Adjective clause:* Describes the noun (in the main clause) and answers: Which one? What kind? | – | John read the book *that I gave him*. |
|  | *Noun clause:* Names a person, place, thing or idea. This clause can function as a subject, complement, direct/indirect object, and preposition.  Includes ‘that’ clauses. | – | You can be *whoever you want*.  *I think that* she should go home. |
|  | *Direct speech (quotation):* Areport of the exact words used by a person | – | He said *I want to go home.* |
|  | *Indirect speech:* A report on what someone else said without using exact words | – | He said that *he wanted to go home.* |
| Micro-structurala |  |  |  |
| Correct tie | Referent can be found and defined with no ambiguity. | [R2] | My friends and I went to the beach .  *We* **[R2]** *had a great time.* |
| Incomplete tie | Referent not provided in the text. | [R1] | Sally won a medal.  *We* **[R1]** *were very proud.* |
| Erroneous tie | Referential tie guides listener to ambiguous or incorrect information. | [R0] | Erica and Sally went to the party.  *He***[R0]** *danced all night.* |
| Macro-structural |  |  |  |
| Local coherenceb |  |  |  |
| Score of 5 | The topic of the preceding utterance is continued by elaboration; temporal sequencing; enumeration of related examples; or maintaining the same actor, subject, action or argument as the focus | [5] | O.J. was a football star.  *He was very famous.* **[5]** |
| Score of 4 | The utterance contains multiple clauses, wherein one clause definitely relates to the content in the preceding utterance but another may not | [4] | *O.J. was a football star.*  *I think that he was very famous.* **[4]** |
| Score of 3 | The utterance topic generally relates to that of the preceding utterance, but with a shift in focus from the subject or activity of the preceding utterance; or the utterance is referentially vague or ambiguous so that the relation to the preceding utterance must be inferred. | [3] | O.J. was a football star.  *He had a lot of things going on.* **[3]** |
| Score of 2 | The utterance contains multiple clauses, wherein one possibly relates to the content of the preceding utterance but the other(s) may not. | [2] | O.J. was a football star.  *I think he had a lot of things going on.* **[2]** |
| Score of 1 | The utterance has no relationship to the content of the immediately preceding utterance. It may be a radical topic shift, a comment on the discourse, or an unintelligible utterance | [1] | O.J. was a football star.  *That’s all I know.* **[1]** |
|  | Utterances directly following abandoned utterances that contain impoverished information | [1] | They are also like >  I like them a lot. **[1]** |
| Global coherenceb |  |  |  |
| Score of 5 | The utterance provides substantive information related to the general topic. | [5] | On the topic of a speakers accident:  *I was taken to the hospital by ambulance.* [**5]** |
| Score of 4 | The utterance contains multiple clauses, wherein one clause relates directly to the topic and the other relates indirectly.  \**In Persuasive samplesI think, I believe (or similar) considered score of [5].* | [4] | *I was taken to the hospital, which was a first for me.* **[4]** |
| Score of 3 | The utterance provides information possibly related to the general topic or is an evaluative statement without providing substantive information, or the topic must be inferred from the statement. | [3] | *The hospital is a confusing place.* **[3]** |
| Score of 2 | The utterance contains multiple clauses, wherein one clause possibly relates to the general topic and one does not. | [2] | *The hospital is a confusing place, as usual.* **[2]** |
| Score of 1 | The utterance is unrelated to the general topic or is a comment on the discourse. | [1] | *That’s all I have to say.* **[1]** |
|  |  |  |  |
| Correct Information Unit Analysis c |  |  |  |
| Word | Words must be intelligible in context to someone who knows the picture(s) or topic being discussed. (Nicholas & Brookshire, 1993, p.36) | – | Follow definitions and coding guidelines in Nicholas and Brookshire (1993). |
| CIU | CIUs are words that are intelligible in context, accurate in relation to the topic, and relevant to and informativeabout the content of the topic. (Nicholas & Brookshire, 1993, p.36) | – | as above |
| Super-structural |  |  |  |
| Common codes |  |  |  |
| Restatement of Question | Speaker begins discourse by restating or reformulating the stimulus | [RSQ] | On the topic weekend:  *Ok, what I did last weekend.* **[RSQ]** |
| Schema Deviation | Use this code for every instance of difference between discourse sample schema and predefined schema below. This includes missing core schema components. Justification for code must be provided in parentheses { }. | [SD]{} | On the topic of social media (Expository): *All my friends have it.***[ES] {missing definition}** |
| Order Deviation | Use this code when the information contained within an utterance has been produced out of order of defined schema. Justification for code must be provided in parentheses { }. | [OD]{} | On the topic of bullying:  *The schools always try and stop it.*  *Bullying is when someone teases someone else repeatedly.* **[EO] {definition}** |
| Genre Shift | Use this code when the speaker shifts genres within a topic. A Genre Shift code is used only when the schema structure changes substantially. Justification for code must be provided in parentheses { }. | [GS]{} | On the topic of social media (Expository):  *Yeah social media can be really dangerous.*  *Everyone has it these days.*  *My sister had a bad experience with social media.*  *It was three years ago when someone stole her phone.* **[GS] {speaker continues Recount}** |
| Evaluative statement | Use this code when utterance contains evaluative comment about the topic. | [EV] | On the topic of last holiday:  *Last year I went to Italy.*  *Yeah, it was so much fun.***[EV]** |
| End | Explicit End maker | [End] | *The end .*  *That’s it.* **[End]** |
| Recount and Narrative d |  |  |  |
| Orientation information | Orientation of who/where/when/other  1. Character  2. Location  3. Time  4. Other: Use this code when the speaker has provided orientating information, but it does not come under one of the above. This code is also used when the speaker has summarised their response before providing more detail | [OC]  [OL]  [OT]  [OO] | *This all happened when I was seven at my old house.* **[OT] [OC] [OL]**  *The only injury I can think of is when I broke my arm falling from a tree at home.* **[OO]** |
| Initiating Event | There may be no [IE] present. What happened (kick off?). Causal kick-off, some event that initiates the series of events that follow, a reason. | [IE] | *Last weekend my cat ran away.* **[IE]** |
| Response | If there is an IE this MAY be followed by a response/plan. Response to initiating event and maybe character plan | [Res] | Last weekend my cat ran away. [IE]  *I decided to find him.* **[Res]** |
| Event(s) | What happened and often a series of repeated events or sub-events. | [E] | *I went to the shops.* **[E]** |
| Elaboration | Use this code when the speaker provides newadditional information to expand on an event oraccommodate for an unfamiliar listener OR expand on an event, e.g. | [EL] | Then, I went to the swimming pool. [E]  *It is the biggest swimming pool in Australia.* **[EL]** |
| Reflective Comment  (*NARRATIVE ONLY)* | Utterance(s) that describe character reflection. Present in more complex narratives that involve meta-awareness of characters’ thoughts, observations, and reactions. | [RC] | The little boy surprised me by being great at poker. [E]  *A little boy good at gambling who would have thought?* **[RC]** |
| Conclusion | Concluding statements that are part of the resolution of the story | [Conc] | She got into a lot of trouble for fighting back.  *so, she never fought back again.* **[Conc]** |
| ***Expository*** |  |  |  |
| Thesis | Utterance(s) that introduce the topic to the listener. Usually a definition and may include a general comment on the topic. | [Th] | *Obesity is when you are way too fat, which is a really serious problem nowadays.* **[Th]** |
| Sub-category | Utterance(s) that provide **new** information about the topic, e.g. cause/consequences. | [SC] | Obesity is when you are way too fat. [Th]  *It is caused by when you eat way too much bad foods.* **[SC]** |
| Elaboration | Utterance(s) that provide **new and additional** information relating to a sub-category. | [EL] | *These foods are things like chips, coke, lollies, burgers and stuff.* **[EL]** |
| Conclusion | Comes to a point of view, may have reflective / evaluative comment/statement. | [Conc] | *So yep, obesity is a really bad thing that needs to be reduced.* **[Conc]** |
| ***Persuasive*** |  |  |  |
| Thesis | Utterance(s) that state the speaker’s opinion. This should be first in the sample. | [Th] | *I think school uniforms should not be compulsory.* **[Th]** |
| Supporting Arguments | Utterance(s) that provide a clear supporting argument of the speaker’s thesis | [SA] | I think school uniforms should not be compulsory. [Th]  *They are too expensive.* **[SA]** |
| Elaboration | Utterance(s) that provide additional detail to supporting/counter arguments. | [EL] | They are too expensive. [SA]  *My school uniform was one-hundred dollars!* **[EL]** |
| Counter Arguments | Utterance(s) that provide clear counter-arguments to the speaker’s thesis. Counter arguments may not be present. | [CA] | My school uniform was one-hundred dollars! [EL]  *I guess they do stop bullying, though.* **[CA]** |
| Conclusion | Utterance(s) that come to a point of view. | [Conc] | *Overall no, they should not be compulsory.* **[Conc]** |
| *Note: a* Scoring guidelines from Liles (1985); b Guidelines and examples from Glosser & Deser (1990); c Nicholas & Brookshire (1993); d based on Stein and Glenn (1979). | | | |